

Summary resources for teachers

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A Cross-National, Co-Participatory Exploration Of Cyberbullying,
Young People And Socio-Economic Disadvantage.



Intellectual Output 1

Summary Resources for Teachers



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A brief introduction to the blurred lives project

Welcome to this resource designed for pupils by young people across Europe as part of the Blurred Lives Project - a cross-national, co-participatory exploration of cyberbullying, young people and socio-economic disadvantage. The Blurred Lives Project focused on the online experiences of 14-16-year olds in schools in disadvantaged urban areas in Northern Ireland, England, Germany, Italy and the Netherlands and aims to facilitate pupil voice through the creation of resources for teachers, pupils, parents and social networking providers.

The Blurred Lives Project is the first project in Europe to use a co-participatory approach and to initiate pupil-led development of resources based on what these pupils experience, how they define cyberbullying, and what they think interventions should look like.

In the first phase of the project an online survey was completed by around 500 pupils in 5+ schools in each country and explored pupils' online access and negative experiences. The second phase aimed to provide up-to-date resources for teachers, pupils and parents/carers, and make important recommendations to Social Networking Providers, building on ideas from the pupils themselves. This was done through a combination of Sequential Focus Groups, and Quality Circles, carried out intensively with two classes of 14-16-year-old pupils in each country (237 pupils in total).

The full range of original resources are available on the [Blurred Lives Project website](https://www.ou.nl/web/blurred-lives/project) * and on the [Erasmus+ Project Results Platform](https://ec.europa.eu/programmes/erasmus-plus/projects/) °.

* <https://www.ou.nl/web/blurred-lives/project>

° <https://ec.europa.eu/programmes/erasmus-plus/projects/>

What are Quality Circles and how were they used during the Blurred Lives Project?

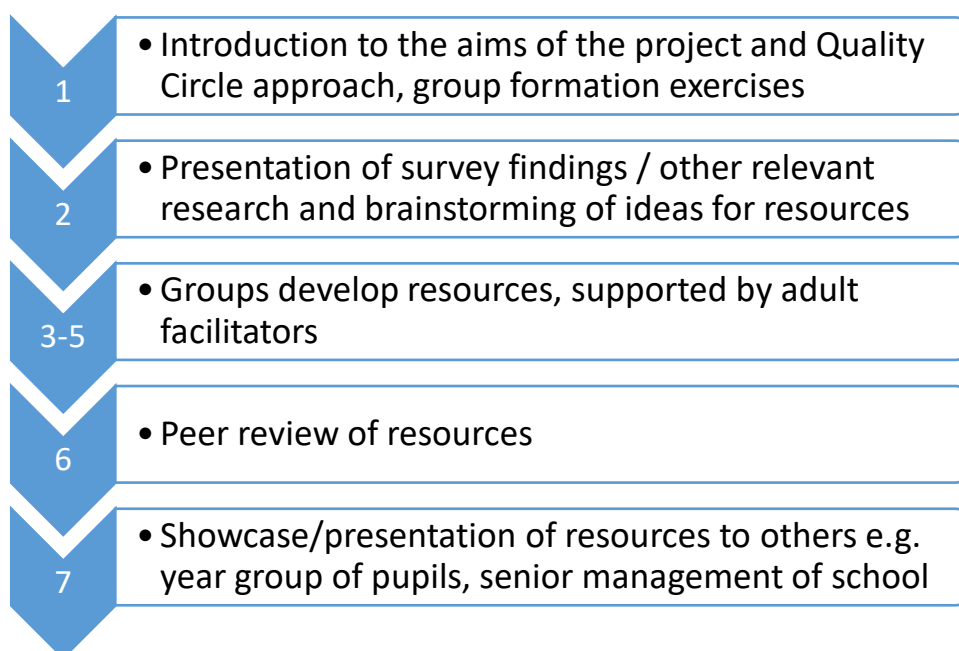
Quality Circles are a series of (normally) 7 weekly sessions during which pupils work in groups with adult support to research, problem solve, plan, create, discuss and present their findings. In the *Blurred Lives Project* pupils were given the task of creating resources for different audiences (teachers, pupils, parents/carers, and Social Networking Providers) around the theme of cyberbullying.

The pupils worked semi-independently in small groups, with pupils most commonly allocated to groups by the teacher/facilitator to help develop new skills in working with others. At the end of the series of Quality Circles, pupils presented their work to their peers and/or senior members of the teaching staff of the school.

Suggested outline of quality circle sessions

The Quality Circle experience was different in each country and school due to timetable constraints, but the pattern was most often a series of 7 weekly sessions of one hour. At the end of each session there was a one-minute feedback time where each group explained to or showed the other groups what they had been working on during their session.

A suggested outline is provided below



challenges

Some of the most important challenges faced by all teams were in terms of:

- ☐ pupil engagement and self-regulated learning – some pupils were easily distracted and lacked focus and discipline. Generally, pupils needed a lot more guidance and intervention by the facilitators in order to be productive
- ☐ balancing co-participation with necessary scaffolding – finding the right balance between encouraging pupil agency on the one hand and providing adequate support on the other
- ☐ group dynamics – many groups had at least one “outsider” and often had quieter and more vocal members
- ☐ the associated issues of time and resource, and – in some schools – support from school principals when it came to scheduling Quality Circle sessions.

How to address the key challenges...

Key Challenges	Practical tips and recommendations
Method is overwhelming for pupils; pupils are not used to self-regulated learning; lack of focus and engagement.	<p>Split class into smaller groups (max. five pupils). Allocate them to separate rooms if possible. Ensure adequate staffing (one adult per subgroup) to allow to better guidance and encouragement. Take time to address disciplinary issues or lack of motivation.</p>
Co-participatory approach offers little structure for pupils; facilitators feels a lack of control during facilitation; amount of scaffolding is unclear.	<p>Plan each session in terms of timing, methods and materials used to generate ideas. Be open about the results and format. Make task lists for each subgroup. Use a goals checklist to keep work on track. Provide e.g. laptops to do own research Bring background information and sample materials to start a discussion. Provide newspapers, journals, scissors, and paper to get creative.</p>
Risk of negative group dynamics; some pupils are quieter or refuse to contribute, some are more dominant.	<p>Take time to address issues and allow pupils to talk openly about it. Encourage quieter pupils to express their ideas, and others to listen carefully. Discuss and establish group rules in first session with the whole class. Plan activities that foster group-cohesion (e.g., games) Nominate/vote group roles in the subgroups.</p>
Lack of support within schools; head teacher or colleagues express reservations about the project and resources; busy school life.	<p>Involve another colleague in the project. Get support from school principal. Schedule enough time for finding a room, organizing laptops etc. Make adjustments as needed (e.g. combine sessions). Brief colleagues about the benefits of the quality circle approach (see list below). Show progress in (celebratory) showcase session.</p>

Guidance on how to use the resources

Example 1: How much do you know? (England)

This excellent resource in this output was created by post-primary pupils in London, supported by Goldsmith's, University of London. A four-page leaflet entitled "How much do you know?" was designed for teachers to read in their own time. The group collected their information from the online survey data findings that were relevant to teachers, and also conducted their own private research study by asking five members of teaching staff a series of questions. There are 4 key sections on the resource, which was originally hand-drawn: Page 1: What is cyberbullying?; Page 2: Definition and how to spot cyberbullying); Page 3: Advice for teachers on responding to cyberbullying; Page 4: Quotes and results from the pupils' mini-research study. This resource could easily be used as a stimulus for discussion during teachers' in-service training.

Example 2: Lesson plan - 5 activities to tackle cyberbullying (Germany)

Guided by the research team at Freie Universität Berlin, pupils from an integrated secondary school designed and created a lesson plan for a 90-minute session on cyberbullying and prevention of cyberbullying. The pupils came up with five key activities to organize the lesson. To begin, (1) a short introduction from the teacher was suggested (could be a presentation on online safety, the most common online dangers, or even stories from victims). Following this, the class is asked to (2) discuss negative outcomes of cyberbullying, and elaborate on potentially harmful effects. This way, the consequences of bullying for the victims (e.g., reduced self-esteem, depression), as well as for the perpetrators (e.g., legal sanctions) are addressed. In a next step the class would (3) practise a pre-scripted role play on cyberbullying. Each class would find their own ending for the two storylines, and in a (4) final discussion could reflect on the effectiveness of interventions, the victim's feelings, and peer involvement as bystanders or allies. To finish the class, the pupils wished for (5) a "warm shower", a method known to them from another project. As this is a "shower" of compliments for each pupil, it is useful for building up self-esteem and improving overall class climate.

Guidance on how to use the resources

Example 3: Listen to Us (Italy)

Guided by the research team at the University of Bologna (Italy), pupils from a vocational secondary school designed and created eight posters on cyberbullying to be hung in the teachers' staff room. The posters have an awareness-raising function and explain to teachers what it means to be victims of cyberbullying. During Quality Circles sessions, pupils pointed out that, before intervening, teachers should “put themselves in the pupils' shoes” and really understand how much pain can be associated with this phenomenon.

Looking at the posters, the post-it notes are arranged so that the whole sentence reads «#NOCYBER». Each poster contains strong words which refer both to victims and cyberbullies, e.g. stop, listen to us, help us, defend us, they say to us (wh*re, stupid, die), insulting, pain, superior, powerful, offending.

Example 4: Promoting Cyberbullying Awareness (Northern Ireland)

The poster entitled “Promoting Cyberbullying Awareness” was designed by pupils aged 14-16 in a post-primary school in Northern Ireland, supported by Stranmillis University College. It shows a collection of general ideas for preventative measures that teachers could use to fight cyberbullying. Ideas include a broad range of measures to sensitize for the topic, and respond to cases of cyberbullying: “a presentation for anti-bullying assemblies”, “make sure to give advice for pupils getting bullied”, “anonymous advice box”, “assembly presentation”, “monthly meetings”, “teachers’ courses”, “leaflets and posters”, and “a lesson”.

Guidance on how to use the resources

Example 5: Leaflet for Teachers (Netherlands)

The pupils at the secondary school in the Netherlands, supported by the Open University of the Netherlands, designed and created a leaflet for teachers with suggestions on how to address (cyber)bullying in their school. They opted for a paper brochure, since they are easily distributable, and can be personally handed out to the teachers. The pupils also felt a paper brochure would more likely be read than an e-mail.

The main page in the brochure shows a comprehensive list of seven suggestions and tips on how to adequately respond if a case of cyberbullying is reported, according to the pupils' perspective. Among others, these encourage teachers to listen, to learn, to support them, and not to jump to conclusions, or rush to punish those who might only be following because they are afraid of the bully. This observation is valid and would probably not have been shared in a project that was not co-participatory.



Resource from England

HOW MUCH DO YOU KNOW?

HOW MUCH DO YOU KNOW?

Students are feeling more helpless as social media turns into a warzone!

WHAT IS CYBER BULLYING?

CYBER BULLYING FOR US IS...

targeting someone through social media with cruel intentions

STATISTIC

30% of the 582 students reported that they never talk to the parents/carers about their online activities. However a shocking 96% of these students reported that their parents aren't very worried about their online activities.

ADVICE

- Listen to student conversations on the playground and in classrooms, because that is when talk most about their experiences/activities occurring outside of school
- Ensure you are always available so students can discuss any online issues they are having
- If you have suspicions about any students, ask them if they are ok and make it clear that they can talk to you about anything they need to.

JUST THINK



DEFINITION

DEFINITIVE

The use of electronic means to bully a person, typically by sending messages of an intimidating nature

OUR DEFINITION

Attacking someone using social media or a device, with the intent to cause them harm or to hurt their feelings

HOW TO SPOT

- The conversations students have around the school, whether that be inside or out of the classroom can be a way to get an idea about what situations are occurring and what students are involved
- Any unusual behaviour students are displaying can be a sign that there is a problem to be addressed e.g. if a student is quiet, not focusing in class or not acting in a way you'd expect

QUOTES

STUDENTS

"Sometimes they just need someone to talk to and advice"

"Young people are reluctant to do things when told to do them so be encouraging to promote confidence in teacher-pupil communication"

"I believe that pupils do not always know what they have access to at school making them feel alone"

TEACHERS

When carrying out a private survey of the teacher in our school, we found that:

- Many weren't sure of how to spot or identify if a student was being cyberbullied
- Most said they wouldn't know what actions to take if a student told them they were being cyberbullied



Resource from Germany

Lesson plan:

5 activities to tackle cyberbullying

LESSON PLAN

5 ACTIVITIES TO TACKLE CYBERBULLYING



TIME	ACTIVITY	OBJECTIVES
1 10'	SHORT INTRODUCTION FROM THE TEACHER (E.G. PRESENTATION ONLINE SAFETY & ONLINE DANGERS)	Raise awareness in students and teach basic knowledge on the topic
2 15'	STUDENTS NAME REASONS AGAINST CYBERBULLYING	Discuss the consequences for victims and perpetrators
3 30'	PRACTISE A PRE-SCRIPTED ROLE PLAY ON CYBERBULLYING	Experience bullying roles and develop interventions from a students' perspective
4 20'	FINAL DISCUSSION AND EXCHANGE ABOUT THE ROLEPLAY	Reflect on peer interventions and the victims' feelings
5 15'	"WARM SHOWER" OF COMPLIMENTS FOR EVERYONE	Build-up self-esteem and improve class climate

Suggestions for practising the pre-scripted role play

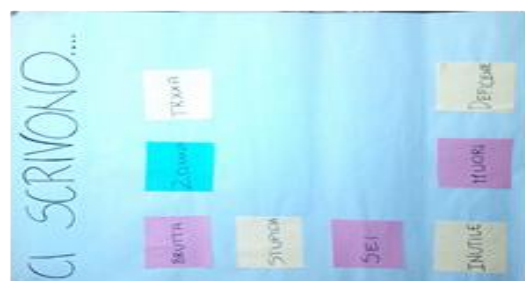
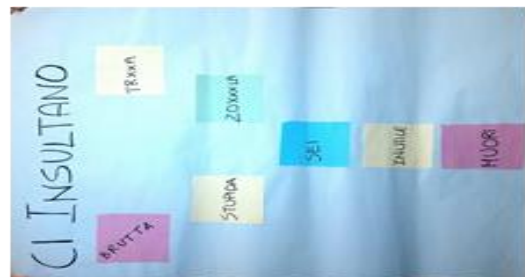
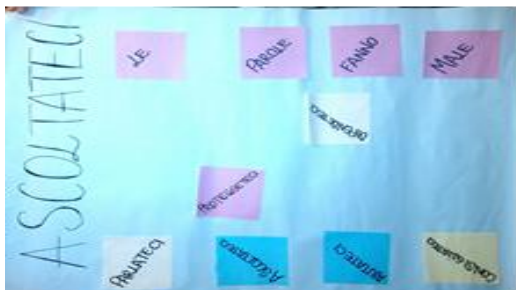
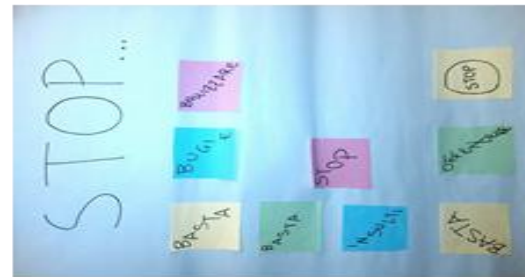
The role play starts with a girl reporting to a teacher that she was insulted and offended in the comments after posting a selfie on Instagram. In the following scene the teacher responds to the girl making suggestions on what steps to take. The Berlin students suggested to split the class into two groups: One group continues the role play with a fictional teacher who is 'digitally native', while the second group acts out a version in which the teacher has only little knowledge of social media. The students' assumption was that a more informed teacher would suggest a different set of interventions (e.g., block your account, report as spam) than a teacher with less internet knowledge, but possibly more pedagogical experience (e.g., call the police, talk to your parents or a friend). Each class would find their own ending for the two storylines, and in a final discussion could reflect on the effectiveness of interventions, the victim's feelings, and peer involvement as bystanders or allies.



Resource from Italy

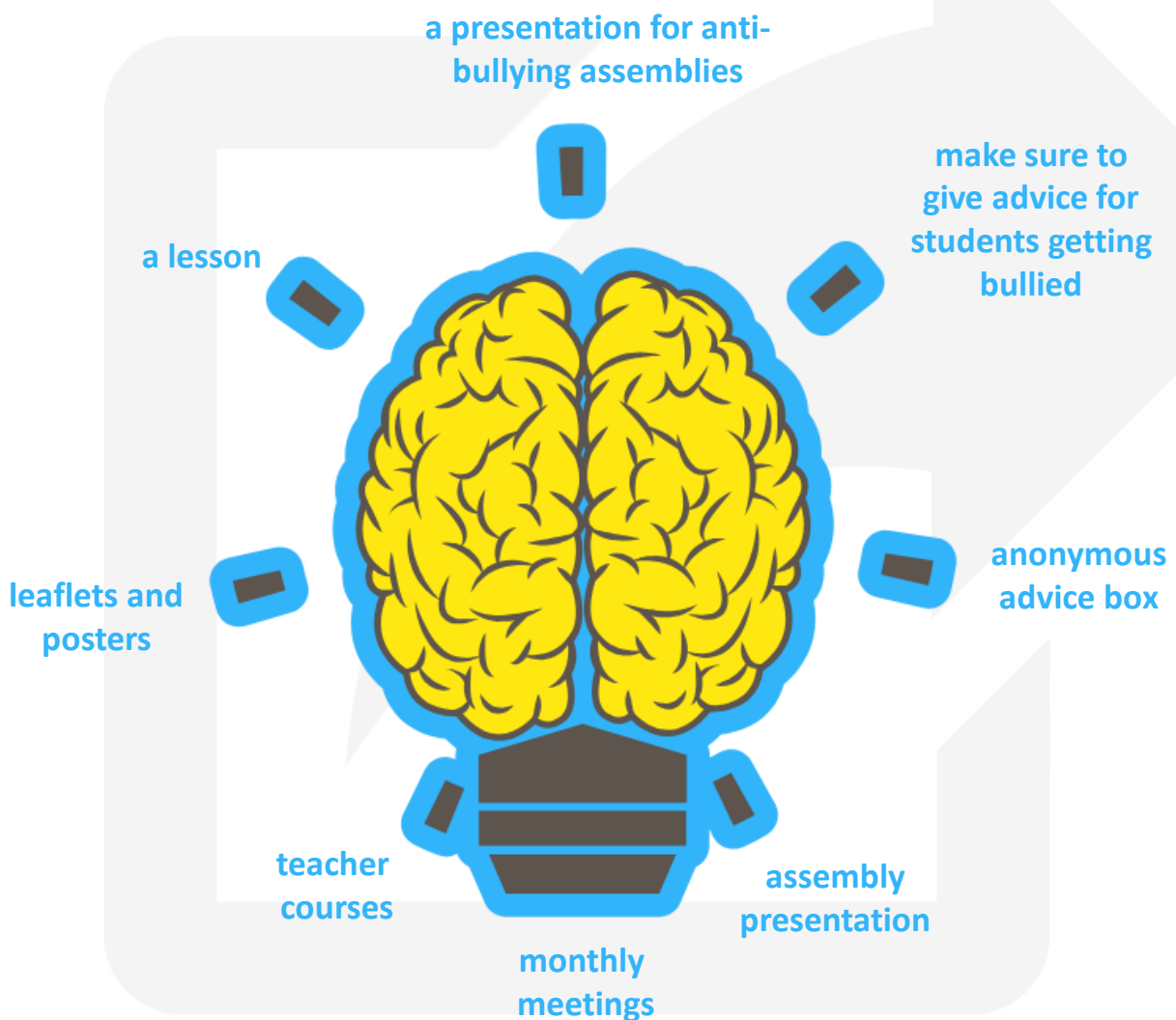
Listen to us

Listen to us



Resource from Northern Ireland

PROMOTING CYBERBULLYING AWARENESS



PROMOTING CYBERBULLYING AWARENESS

IDEAS FOR TEACHERS

 Erasmus+

blurred lives PROJECT 

A Cross-National, Co-Participatory Exploration Of
Cyberbullying, Young People And Socio-Economic
Disadvantage.



Resource from the Netherlands

Leaflet for teachers

WHO WE ARE

We participate in a project at school. About how young people think about how cyberbullying should be tackled. There are different groups, our group is called: The Leopards. Our group made a folder for the teachers. In this folder you will find tips against cyberbullying.



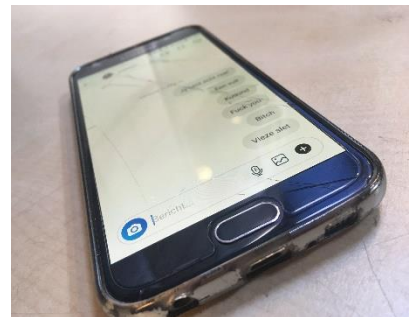
INTRODUCTION

We do this because through our own experiences we want to share tips with teachers on how to better deal with cyberbullying. We think teachers are doing it the wrong way and we want to help them change that.



Tips for teachers:

- First listen; don't take immediate action.
- After a certain time, check how things are going.
- Provide guidance about bullying.
- The school must ensure supervision of 'bullying sites'
- Children should have their own computer account that provides more supervision.
- Make sure you know how the Internet works in general, such as: Instagram and Snapchat.
- Do not immediately punish 'followers', because usually they have not done anything but are afraid of the bully.



WEBSITES for further guidance

ENGLAND

- www.antibullyingalliance.org.uk
- www.internetmatters.org
- www.ditchthelabel.org
- www.saferinternet.org.uk
- www.kidscape.org.uk
- www.youthworksconsulting.co.uk
- www.childnet.com
- www.thinkuknow.co.uk

GERMANY

- www.schau-hin.info
- www.elternimnetz.de
- www.klicksafe.de

ITALY

- <https://www.miur.gov.it/bullismo-e-cyberbullismo>

NORTHERN IRELAND

- www.endbullying.org.uk/
- www.endbullying.org.uk/publications/pc-toolkit/
- www.endbullying.org.uk/gallery/effective-responses-to-bullying-behaviour-2/
- www.endbullying.org.uk/ertbb/

NETHERLANDS

- www.meldknop.nl/
- www.pestweb.nl/
- www.mediawijsheid.nl/



Freie Universität Berlin



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



Open Universiteit
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Goldsmiths
UNIVERSITY OF LONDON



blurred lives PROJECT

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To access all project resources, go to

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